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ABSTRACT

Four publications of the Educational Requirements for Industrial Democracy Project (1973-1976) are briefly reviewed. The project produced four books or monographs, seven published articles, and a number of unpublished papers. The main publication, "The Dialectic of Education and Work," by project investigators Henry M. Levin and Martin Carnoy, analyzes the historical and present relationships between democracy and work. The book also proposes specific work reforms which would increase the degree of participation and democracy in the workplace and discusses the educational consequences of these reforms. Two monographs, "Workplace Democracy and Educational Planning" and "Segmented Labor Markets: A Review of the Theoretical and Empirical Literature and Its Implications for Educational Planning," present the implications for industrial democracy of a dialectical model of education and work and summarize the relationship between work and the labor market respectively. "Schooling and Socialization for Work: A Structural Inquiry Into Cultural Transmission in an Urban American Community" is based on an ethnographic study of a lower middle class and upper middle class first grade classroom and explores occupational orientations of teacher-student interactions. A list of all publications is included. (KC)

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FINAL REPORT TO THE NATIONAL INSTITUTE OF EDUCATION ON: "THE EDUCATIONAL REQUIREMENTS FOR INDUSTRIAL DEMOCRACY."

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FINAL REPORT TO THE NATIONAL INSTITUTE OF EDUCATION ON: "THE EDUCATIONAL REQUIREMENTS FOR INDUSTRIAL DEMOCRACY."

On September 1, 1973, the Portola Institute of Menlo Park, California was awarded a grant (NE-G-00-3-0205) from the National Institute of Education for a three year study on "The Educational Requirements for Industrial Democracy." The Principal Investigator was Henry M. Levin, and the co-investigators were Martin Carnoy and William Behn. In 1974 the grant was transferred to the Center for Economic Studies in Palo Alto, and in August 1976 a no-cost extension of the grant was approved by NIE personnel. This memorandum represents the final report to the NIE on the project.

While a conventional final report would devote much of its contents to the activities of the project, this particular project provided quarterly reports of activities and progress as well as an extensive eighteen month report to the NIE. These provided extensive details on activities and processes. Accordingly, this final report will review only the outcomes of the project in terms of publications. In this respect, the project has been remarkably productive with four books or monographs, seven published articles in journals or edited volumes, and a number of unpublished papers. Other work based upon the project is continuing so we expect the publications list to be even more extensive.

Books and Monographs

The main publication for the project is the forthcoming book, The Dialectic of Education and Work. While the volume was prepared by Levin and Carnoy, it attempts to synthesize the contributions of all the project personnel and activities into an analysis of the historical and present relations between education and work. After examining the two dominant perspectives on this relation represented by the view of progressive

educators and of functionalists, an historical account of the two institutions is explored. Based upon this historical analysis, a dialectical version of the relations between education and work is proposed that accounts for both stability and change in these institutions and their linkages.

The remainder of the volume explores both sets of institutions in greater detail in the context of the dialectical mode of analysis. Included are chapters on the history of work organization and the preparation of the young for work. A detailed empirical study of differential occupational socialization for work among first graders is also presented as are chapters on the independent dynamics of schools and on education and labor markets. The final section of the book explores the existing work relationship and the forces for change. On the basis of this exploration, specific work reforms are projected for the future which would increase the degree of participation and democracy in the workplace. Finally, the educational consequences of these changes in work are proposed, and the overall volume is summarized with respect to future implications and research directions. At the time of this report, eleven of the twelve chapters are in draft form, and negotiations have begun with publishers. Our expectation is that a final draft will be available in the Spring of 1978 and that the inital stages of publication will be reached by the Summer of 1978.

Two monographs that are based upon the project will be published in 1978 by the International Institute for Educational Planning of UNESCO. The IIEP is devoted to a program of training, conferences, and publications to assist in the comprehension, use, and implementation of educational planning around the world. In December 1977 the two monographs were discussed at an international conference on education and work that was

sponsored by the IIEP in Paris. The monograph by Levin on Workplace Democracy and Educational Planning presents the dialectical model and its implications for industrial democracy in an educational planning framework. The monograph by Carnoy on Segmented Labor Markets: A Review of the Theoretical and Empirical Literature and Its Implication for Educational Planning represents a summary of his work on education and labor markets carried out for the project.

The fourth volume was authored by Kathleen Wilcox on Schooling and Socialization for Work: A Structural Inquiry into Cultural Transmission in an Urban American Community. This work is based upon an ethnographic study of a lower middle class and an upper middle class first grade classroom in order to explore the occupational orientations of teacher-student interactions. Factors that differentiate between upper-level occupations and lower level occupations were delineated, and the types of socialization that contribute to each were posited. These were then used to design observation instruments for the two classrooms. The data were collected and evaluated within this framework to see if the expectations in terms of differential socialization were supported. Finally, teachers, principals, and parents were interviewed in order to ascertain the reasons that these differences in classroom orientations exist.

The Wilcox volume has been submitted to Harvard University as a doctoral thesis in the Department of Anthropology, and it is presently under consideration for publication by a major publishing house. Reviews by scholars in the field have suggested that the work is of publishable quality, and that it is original and stimulating. Copies of the monographs by Levin and by Carnoy and the Wilcox thesis are appended to this report. In addition, we have included the outline of the chapters of The Dialectic of Education and Work. Besides these books and monographs, the project has

produced seven published articles and eight other reports. These items are shown on the list of publications. Finally, it is important to note that there exist a variety of projects in which researchers from the Center for Economic Studies are presently engaged that build on the research that was carried out under the grant. It is expected that much of this activity will result in future publications. In summary, we have appreciated very much the support of the NIE on this project, and we trust that our publications are useful to both the NIE and the educational research community.

CENTER FOR ECONOMIC STUDIES PUBLICATIONS - NIE GRANT (NE-G-003-0205)
"EDUCATIONAL REQUIREMENTS FOR INDUSTRIAL DEMOCRACY."

I. Books and Monographs

Carnoy, Martin. Segmented Labor Markets: A Review of the Theoretical and Empirical Literature and Its Implications for Educational Planning. Paris: International Institute of Educational Planning (UNESCO), 1978.

Levin, Henry M. Workplace Democracy and Educational Planning. Paris: International Institute for Educational Planning (UNESCO), 1978.

_____ and Martin Carnoy with Joyce Crain, William Behn, Michael Carter, Russell Rumberger, Kathy Wilcox, and Pia Moriarty. The Dialectic of Education and Work (forthcoming).

Wilcox, K. Schooling and Socialization for Work: A Structural Inquiry into Cultural Transmission in an Urban American Community.(1977) under consideration for publication.

II. Published Articles

Behn et al. "The Transformation of Adulthood: Its Implications for Youth. May 1974. (reprinted, in part, as "School is Bad, Work is Worse." School Review, Vol. 83, No. 1, Nov. 1974) in M. Carnoy and H. Levin (eds.). The Limits of Educational Reform. New York: David McKay and Co., Inc., 1976, Chap. 4.

Carnoy, Martin anc Henry M. Levin. "Workers" Triumph: The Meriden Experiment." Working Papers, Winter 1976.

Carnoy, Martin and Russell Rumberger. "Segmented Labor Markets: Some Empirical Forays." May 1976. (Abridged version in Challenge, 1978, forthcoming).

Carter, Michael. "Contradiction and Correspondence: An Analysis of the Relation of Schooling to Work.. August 1975 in M. Carnoy and H. Levin (eds.). The Limits of Educational Reform. New York: David McKay and Co., Inc., 1976, Chap. 4.

Levin, Henry, M. "A Taxonomy of Educational Reform for Changes in the Nature of Work." November 1974 in M. Carnoy and H. Levin (eds.). The Limits of Educational Reform. New York: David McKay and Co., Inc., 1976, Chap. 4.

_____. "Educational Opportunity and Social Inequality in Western Europe." Social Problems, Vol. 24, No. 2, Dec. 1976.

Wilcox, Kathleen and Pia Moriarty. "Schooling and Work: Social Constraints on Equal Educational Opportunity." Social Problems, Vol. 24, No. 2, Dec. 1976.

PUBLICATIONS (continued)

Reports

Carnoy, Martin. "Class, Schooling, and Production: A Dynamic Model of Occupational Socialization," Paper presented at the conference on Ideology and Social Effects of Public Schooling, Nov. 20-24, 1975, Case Western University.

Carter, Michael and Martin Carnoy. "Theories of Labor Markets and Worker Productivity." August 1974.

Center for Economic Studies. "18 Month Report: Educational Requirements for Industrial Democracy." February 1975.

Gold, David. "Socialization to Occupational Roles." Feburary 1974.

Goldberg, Marilyn. "Sex Role Socialization and Work Roles: The Experience of Women." February 1974.

Jackall, Robert. "Worker Characteristics and Productivity: An Appraisal of the Literature." September 1976

_____. "Workers' Self-Management and the Meaning of Work: A Study of the Briarpatch Cooperative Auto Shop." July 1976.

Levin, Henry. M. "Equal Educational Cpportunity in Western Europe: A Contradictory Relation," Paper presented at Annual Meetings of the American Political Science Association, Chicago. September 1976.

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TENTATIVE OUTLINE OF FORTHCOMING BOOK - THE DIALECTIC OF EDUCATION AND WORK BY HENRY M. LEVIN AND MARTIN CARNOY AND OTHERS

I. Education and Work

II. Two Vistas on Education and Work

III. Development of a Dialectical Hypothesis

IV. Historical Changes in the Labor Process

V. Labor Process and Labor Markets

VI. The Process of Socialization into Work

VII. Schools and the Differentiation of Socialization for Work

VIII. The Independent Dynamics of Education

IX. Work Relations in Capitalist Production

X. Predicting Reforms in the Workplace

XI. Predicting Reforms in the School

XII. A Dialectical Future